

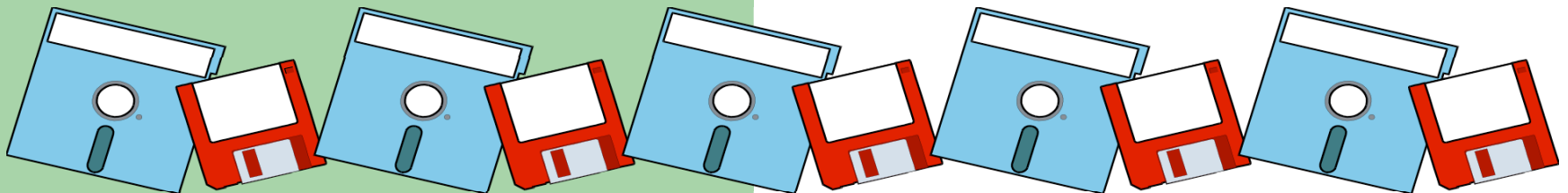
# Instructional Audit

*Collecting data that will  
make a difference*



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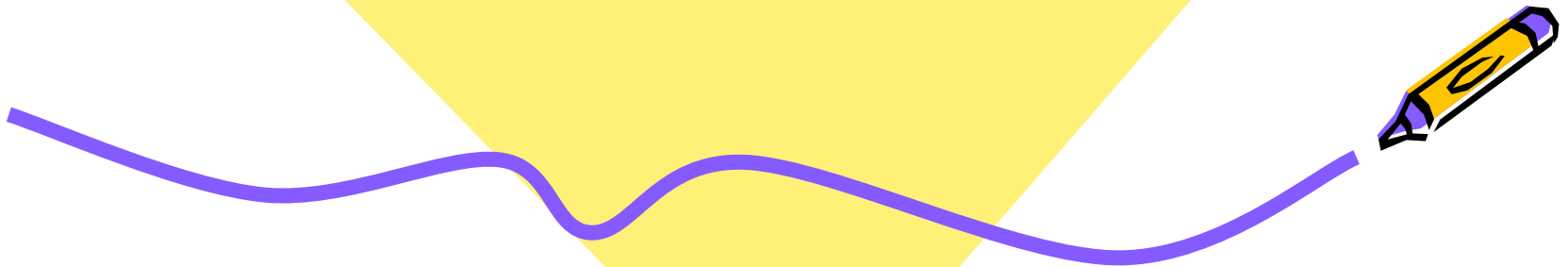




# Teaching and Learning Standard 1



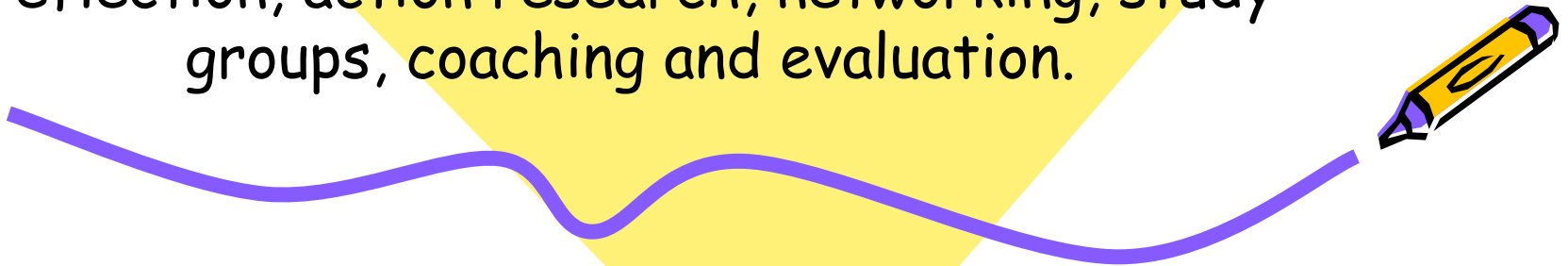
The school leader: Investigates and insures  
best practice related to reseach-based  
instruction, curriculum alignment, and  
assessments.





# Culture Standard 1

The school leader: Initiates research-based strategies that effect culture such as: inquiry, reflection, action research, networking, study groups, coaching and evaluation.



# Agenda for This afternoon

- I. Introduction
- II. Expectations
- III. Teaching and Learning Standard 1
- IV. Culture Standard Standard 1
- V. Definitions
- VI. What is an Instructional Audit?
- VII. Preparation Before the Audit
- VIII. Practice
- IX. Summary
- X. Evaluation



# Expectations for this afternoon

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1. By participation in discussions and listening to others you will leave with a good basic understanding of instructional audits.
2. By asking questions you will have an idea what steps are required to begin the audit process.
3. When you leave today you will be thinking more about research-based instruction and coaching.

# Flight Plan

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1. Introduction to Instructional Audits
2. Steps in performing an audit
3. Break
4. Getting Started
5. Practice
6. Sharing what you saw
7. Summary

# Definitions for Today

- ☐ Classroom visit - who visits
- ☐ Curriculum (ends) & curricular decisions
- ☐ Instruction (means) & instructional decisions
- ☐ Assessment for improvement
- ☐ Goals
  - SMART Objectives
  - Indicators
- ☐ Reflection – looking within
- ☐ Reflective Practice



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# What is an Instructional Audit?

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***Classroom Walk Through  
and  
Improvement by Design***



# What Is an Instructional Audit?

- Short **focused** visits designed to collect data about curriculum and instructional teaching practices and decisions  
**teachers** are making
- **Focused** = an objective from the SIP
- **Focused** = indicator level
- **Teachers** = a **group** of teachers; in the classroom, on the fly



## What Is an Instructional Audit?

- Short and frequent, 3-4 minutes at *all times* during the day (*Every day?*)
- Focused on SIP
- Group data is collected and reported
- Reflective
- and Collaborative

## What Is an Instructional Audit?

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Follow up occurs only occasionally

and primarily to the group

# Why is the Instructional Audit philosophy important?

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- **Fidelity**
- **The conversation before the audit and the conversation after the audit maybe more valuable than the audit**
- **The process models what is important**

# Why is the Instructional Audit philosophy important?

- Data collected is real time and focused
- Encourages reflection (coaching)
- Encourages professional conversation (Learning Community)
- Directs professional development

# Steps in the Audit Observation

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- 1. Orientation of students to the work*
- 2. Determine curricular objectives and alignment to district curriculum*
- 3. What instructional practices are being used?*
4. Walk the Walls
5. Safety and facilities



# Steps in the Audit Observation

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- 1. Orientation of students to the work  
gather data about the instructional  
area first – it will change*
- 2. Determine curricular objectives  
Skill, knowledge, concept, process, attitude*

# Steps in the Audit Observation

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## 3. What instructional practices are being used?

- ☐ Determine generic teaching practices being used
- ☐ Identify practices that are the school's focus
- ☐ Observe subject specific practices



# Steps in the Audit Observation

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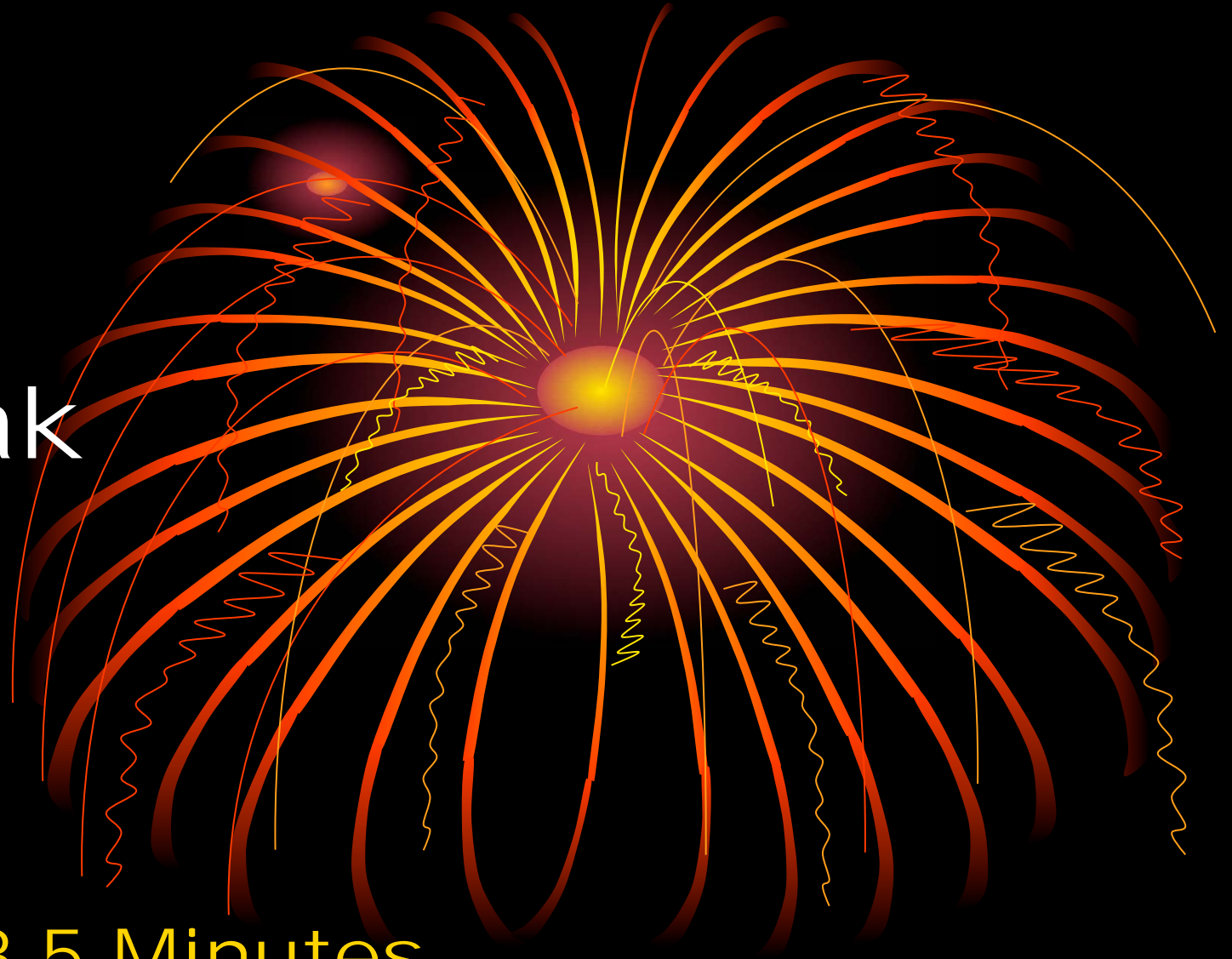
4. Walk the Walls

5. Safety and Facilities



Break

8.5 Minutes



# **Preparing for the Audit Process**

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- Understand your building culture**
- Set the stage with faculty and Central Office**

# Preparing for the Audit Process

- Agree to learn together
- Quickly perform the audits  
*(20 to 30 if possible)*
- Share the data to start the conversation.

# Preparing for the Audit Process

- Help the team decide what School Improvement Plan goal you are going to consider
- Agree on a objective(s)
- Agree on indicators of success
  - *Anyone can see them*
  - *Measure at least a part of the objective*

# Practice Identifying Indicators

- Agree on indicators of success
  - **Anyone can see them**
  - **Measure the objective**
- Within your group identify the indicators you might use on the following School Improvement Plan goal



# School Improvement Plan

- Goal 1 – During the next 3 years we will increase our students problem solving skills on ISTEP by 10%(Marzano, CITW)
  - In year one we will ask students higher level thinking skills questions 33% of the time during class
  - In year one we will increase our students engagement during class
  - In year one we will use 45 second wait time when asking questions

# Indicators of Success

- In year one we will ask students higher level thinking skills questions 33% of the time during class
  - **Indicator – What are good indicators?**



# Bloom

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation



# Indicators of Success

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- In year one we will increase our students engagement during class

# Engagement (*Schlechty*) or Student Participation

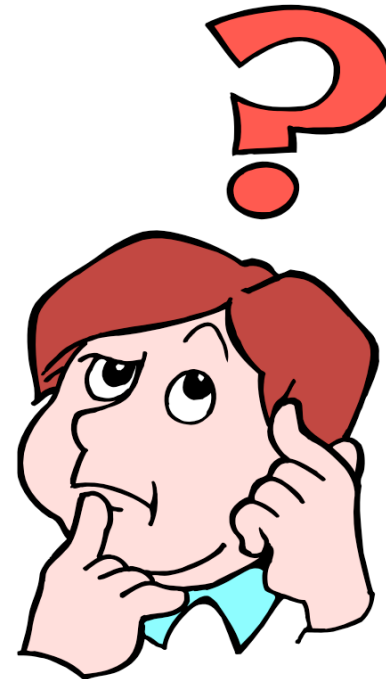
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1. Authentic
2. Ritual
3. Passive
4. Retreatism ---- Disengaged
5. Rebellion ----- Disengaged



# Indicators of Success

- In year ONE  
we will use 45 second wait  
time when asking questions



# Practice

1. Perform all three walkthroughs
2. Score what you see on the provided sheets
3. In your group
  - *Tally the results*
  - *Analyze the results*
4. Report what you saw



# Practice

IPLA 2008



# Reporting Results

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## ☐ Focus –

- Primary focus is the group
- What if a teacher makes a very poor decision while you are in the room?
- Can you ever not consider the individual teacher?



# Reporting Results

- An experienced teacher comes up to you after you completed a walkthrough and asks what you thought of the lesson?
  - ▶ *What kind of statements should you avoid?*
  - ▶ *What can you say?*





# Reporting Results to the Group

1. Report on the focus areas only
2. Rely on the indicators
3. Be non-judgmental
4. Use present or future tense
5. Structure statements to encourage teacher reflection

# Effective Use of Time

You have no time so what can you give up to perform Classroom Audits?

Who can complete the audits?

Every time an auditor enters a classroom for 3 minutes data is generated.

Work smarter not harder using technology.



# Summary

# What Is an Instructional Audit?

- *Student Learning Focus*
- *School Improvement Plan focus*
- *Group or building focus*

# Thank You

